

Assessment card sort: possible answer sheet

DIAGNOSTIC

Teacher

- Asks 'What do you mean by...?'
- Assists students' vocabulary by starting to build a word wall
- Collates student responses for the W component of the TWLH chart
- Gathers ideas from students about their initial understanding of a concept
- Gathers responses to a stimulus

Student

- Attempts to identify plant parts from a mystery bag
- Contributes to the T and W components of the TWLH chart
- Describes 'What we think we know about...'
- Makes a representation (Before a close look)

FORMATIVE

Teacher

- Asks 'How did you arrive at that idea?'
- Asks 'Tell me more about...?'
- Negotiates with students to develop the criteria for a high quality labelled diagram
- Poses questions which delve into students' explanations
- Asks focused questions that reinforce explanations

Student

- Makes a representation of understanding (Our role-play)
- Explains the data collected from an investigation
- Makes conclusions from an investigation
- Makes a representation (Observing bread samples)
- Re-represents initial idea to show developing understanding
- Talks to teacher about the parts of a labelled diagram
- Completes 'My water story' resource sheet

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SUMMATIVE

Teacher

- Asks 'What have you found out?'
- Collects evidence about what has been learned
- Assesses using a rubric
- Asks students to reflect on their learning by writing in their science journal
- Asks questions that assess students' understanding

Student

- Discusses factual report with teacher
- Answers questions about results and conclusions after an investigation
- Presents an oral report on learning to the class
- Builds a final model of the Sun, Earth and Moon relationship
- Completes a quiz on the science topic